

## HLTH AGE 2B03: SOCIAL IDENTITY, HEALTH, AND ILLNESS Fall 2021

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**Lecture:** Tues., Thurs., Fri. 2:30 -3:20 p.m. The Friday lecture will be dropped the week after tutorials begin however, this class may be re-activated for special presentations or discussions, and you will be notified via the

Announcement Window on Avenue and by e-mail.

**Office:** KTH 214  
**Office Hours:** Wed. 12:00 noon - 2:00 p.m. by appointment on Zoom or call me at home 905-637-2787

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## **Course Description**

A critical exploration of the patterns of health and illness is undertaken. Narratives are studied within a theoretical framework to clearly understand the intersectionality of the social determinates of health and wellness and what contributes to the successful achievement of well-being within our society and culture.

Who we are is largely defined by how we understand what it means to be healthy or what it means to be ill? In exploring several narratives, we are encouraged to think more deeply and question our understanding of what contributes to the discussion of human health and illness. How we personally and socially facilitate the well-being of the members of society, speaks to how we enable individuals to determine who they are and how they can envision who they may become.

It is assumed that you will view/listen to/participate in all lectures as well as Zoom sessions and be prepared having read the assigned readings. You are also expected to participate and to engage in all open forums of discussion as lectures and readings are presented and/or examined and analysed within the context of the course objectives. You are expected to be professional in your conduct in all forums.

Guest speakers may present materials Zoom time permitting. These are important to the course content and it is anticipated that students will relate the material to their assignments where appropriate. Students are expected to demonstrate their own grounded and well-founded insights in relation to the materials presented and read.

Given the range of possible topics, the instructor reserves the right to make decisions regarding course content alterations as the term progresses. Students will be encouraged to relate all materials, theories, themes, concepts, issues and presentations to their own experiences. Open forums of discussion are encouraged so that students may develop an objective and critical stance given the status of health, aging and society.

## **Course Objectives**

By the end of the course students should be able to:

- Think critically about the actual rather than perceived health of Canadians and how this impacts their identity as it relates to their wellness through the narrative lens.
- Observe, research and present an issue related to health and to identity that impacts the everyday life of a cohort as revealed from their personal narrative point of view and thus understand what it means to them personally and socially.
- Formally research, analyse, synthesize and summarize narratives that explain the socially constructed reality of certain Canadians' identity as it relates to their

interpretation of their personal disposition and to understand how society might best approach facilitating and maintaining personal wellness.

- Discuss possible theoretical frameworks: major as well as minor (i.e., race, gender/sexuality, disability, age, poverty, power, underemployment including intersectionality of certain determinants) that best account for the lack of development of one's identity of wellness given narrative research.
- Categorize and classify the ways in which personal and social identity may be approached given wellness challenges.
- Differentiate and distinguish the ways in which positive wellness may be encouraged.
- Overall, comprehend the role of narratives in better understanding the impact social determinants of health have on an individual's personal and social identity and how through understanding this, a pathway to health and wellness may be better established.

### **Required Materials and Texts**

The [Campus Store website for your course materials](#) is –

[https://campusstore.mcmaster.ca/cgi-mcm/ws/txsub.pl?wsTERMG1=214&wsDEPTG1=HLTHAGE&wsCOURSEG1=2B03&wsSECTIONG1=DAY%20C01&crit\\_cnt=1](https://campusstore.mcmaster.ca/cgi-mcm/ws/txsub.pl?wsTERMG1=214&wsDEPTG1=HLTHAGE&wsCOURSEG1=2B03&wsSECTIONG1=DAY%20C01&crit_cnt=1)

TEXTS FOR 2B03:

- Custom courseware. Hlth. Age 2B03: Social Identity, Health and Illness. (2020)
  - THE ARTICLES IN THE ENTIRE COURSEWARE ARE ALSO AVAILABLE FREE OF CHARGE UNDER E-RESERVES On AVENUE UNDER CONTENT
- Knighton, Ryan. (2010). *C'mon papa: Dispatches from a dad in the dark*. Canada: Alfred A. Knopf:
- Van Tighem, Patricia. (2001). *The bear's embrace*. United States: Pantheon Books.

Recommended Text (not required just suggested):

- Northey, M., Tepperman, L., & Albanese, P. (2012). *Making sense (7<sup>th</sup> ed.)*. Canada: Oxford University Press.

In addition:

- [Avenue to Learn](http://avenue.mcmaster.ca/) (<http://avenue.mcmaster.ca/>):

- Course information will be available through Avenue to Learn. Lectures, overheads, DVDs, notes, task assignments, rubrics for marking presentations/essays, marks, APA citation information not found in the text, news items etc. will be posted there under “Content”

## **Class Format**

**The course will be held online.** Given the new online learning environment, we will attempt to exercise a blended learning with lectures available on podcasts, Zoom sessions for discussions and online tutorials. In the Active Learning environment of the Zoom sessions, students will be asked to address and/or consider certain issues and to complete certain exercises given the course material. For example, a Zoom session may be held, and students may participate individually by speaking during the session, by writing their comments in the Chat window or by e-mailing me their thoughts on a topic, issue or consideration immediately after the session within the hour. Again, students may also be put into break out discussion groups on Zoom and asked to e-mail a group summary of their conversation given a certain question. All the participants would have their names identified on the document e-mailed to me within the hour after the Zoom session. These submissions will be evaluated by the instructor. The idea here is for collaborative work to be encouraged and a myriad of positions on issues brought to light as well as discussed. Each student may also be asked to write a paragraph in response to a question posed regarding a podcast and/or related Zoom discussion. This paragraph would be submitted by each student individually on Avenue and marked by the instructor. Given the size of the class (if it is larger than expected), the instructor will randomly grade one piece of written work which will count for 5 marks out of the 10 possible grades for Active Learning Assignments/Participation. Lecture Attendance counts for the remaining 10 marks. All work will receive a mark for being posted or e-mailed (as specified). Specific information will be imparted regarding these practices once the course is underway and we know the size of the class.

Tutorial attendance and participation, presentations, mini papers, and formal papers will be the responsibilities of the tutorial leaders. Some tutorials will be face to face and others will be virtual. Students will be accommodated given their preference.

## **Tutorials, Tutorial Leaders/Markers**

### Tutorials

T01 – Monday 2:30 – 3:20 p.m. Room UH B 126G

T02 – Monday 1:30 – 2:20 p.m. Room UH B 126G

T03 – Monday 10:30 – 11:20 a.m. Virtual/Zoom

T04 – Tuesday 11:30 – 12:20 noon Virtual/Zoom

T05 - Monday 1:30 -2:20 p.m. Virtual/Zoom

## **Course Evaluation – Overview**

- **Assignment 1: Tutorial Attendance and Participation (20%)**
  - Evaluated over the term by the T.A.
- **Assignment 2: Presentation of Formal Paper Outline (10%) in online tutorial**
  - Time to be scheduled by the T.A.
- **Assignment 3: Mini Paper (10%), due October 8, 2021, on Avenue**
- **Assignment 4: Active Learning Assignments or Discussions/Participation and Attendance (20%)**
  - Evaluated over the term by the instructor
- **Assignment 5: Formal Paper (20%), due November 26, 2021, on Avenue**
- **Assignment 6: Final Exam (20%)**
  - Scheduled by the Registrar's Office

## **Course Evaluation – Details**

### **Assignment 1: Tutorial Attendance and Participation (20%)**

Attendance and Participation 20%

Students can receive up to 10% for attendance to the Online Tutorial Sessions. The online technology is such that it tracks and registers students' viewing of podcasts and attendance at Zoom sessions.

Students who actively participate in Zoom tutorials in a meaningful and productive manner may receive up to another 10%. Here students are to discuss, to offer opinions and ideas as certain presentations/topics are introduced in the tutorial.

### **Assignment 2: Presentation (10%)**

Tutorial Presentation – 10%

Students are asked to choose a topic noting how personal and social identity are impacted by illness and/or health as one is challenged with various social determinates of health (i.e., AODA barriers as they relate to our campus, stigma, organ transplant, anxiety, mental health, sexual abuse, hoarding, prostate cancer, eating disorders, and infertility). Regarding the topic chosen for their formal paper, students are to lead a discussion/debate and **present a brief analysis of narratives** which reveals **the personal or social** hurdles one must overcome when experiencing an illness or condition under study. Students are **expected to contextualize their findings in a theoretical framework and suggest innovative strategies or solutions** to the problem/challenge they are researching. Such a **contribution should be supported with narrative**

**citations and peer-reviewed sources.** The peer reviewed sources along with an outline of the discussion/presentation must be sent by e-mail to the tutorial leader by noon the day prior to the student's presentation to the tutorial leader. This presentation is to add substantial insight and understanding on a more complex level regarding the topic of interest. Students may use the courseware material or texts as a source for a possible topic. The presentation and follow up tutorial comments should be no more than 20 – 25 minutes in total. Constructive feedback from fellow students is expected so the presenting student may strengthen their paper. Students will elaborate upon their discussion/presentation for their formal papers. If two students would like to work together on the same topic and present together that is acceptable. However, their final formal papers must be written independently.

### **Assignment 3 Mini Paper (10%), due October 8, 2021**

Mini paper - 10%

Students will be asked to write a comprehensive mini paper (maximum three – four pages excluding the title page and the bibliography) on a certain topic discussed in the course lectures. You may choose your topic from a list of possible choices listed under "Content" on Avenue. The paper is to be posted on Avenue in the Assignments Folder.

Students must properly cite material used in the papers and list the peer reviewed references in the bibliography (texts or journal articles only, properly cited and referenced APA style). Your T.A. will mark this mini paper and offer constructive comments so you can be better prepared to complete the formal paper due later in the course.

**Again, topics and due dates will be announced in our Zoom discussion sessions. The mini paper will be handed in on Friday, October 8<sup>th</sup>, 2021, on Avenue in the Assignments Folder prior to Fall Break.**

**Late papers will be penalized three (3) grades per day including weekends and Fall Break. No late submissions will be accepted without the proper documentation.**

### **Assignment 4: Active Learning Assignments/Discussions/Attendance (20%), evaluated over the term, evaluated by the instructor**

Active Learning Assignments/Presentations/Discussions - 20%

The online Technology is such that it tracks and registers students viewing of podcasts and attendance at Zoom Sessions.

Students can receive up to 10% for attendance.

For the remaining 10%, students who actively participate in Zoom discussions in a meaningful and productive manner may also earn grades. Here students are to offer opinions and ideas as certain topics/presentations are introduced in the tutorial.

In addition, you may be asked to write quick response summaries (a paragraph) at the end of certain classes/lectures given a presentation/discussion. You are asked to share what you think and feel about the material presented. These paragraphs may also be taken into consideration when calculating your participation grade. The responses may be evaluated as to their insightfulness and critical thinking elements.

As well, students will be completing assignments such as reflections, discussions and presentation exercises as assigned throughout the term. These will be evaluated by the instructor. One item will be randomly chosen to be graded and count for five of the ten remaining grades as demonstration of your good deep critical thinking.

Students can receive up to 10% for participation.

### **Assignment 5: Formal Paper (20%), due November 26, 2021**

Formal Paper – 20%

Students will be expected to submit **an eight (8) page paper** (this is eight pages and **no more excluding the cover page and bibliography** – we will read only the first eight pages). You will need to connect your paper to the course material, theories, methods, textbooks, courseware and other academic literature (where appropriate) as you discuss and analyse a specific case (of your choice) where personal and social identity are impacted by illness and/or health. A list of previous topics will be discussed so students have an idea of areas that may be explored. **We will further discuss the possible use of blogs, diaries and documentaries as narrative sources for the paper** in our Zoom sessions.

You must list at least six to eight peer reviewed references used in the paper in the bibliography (texts or journal articles only and properly referenced APA style).

The paper will be marked on content. An outline of the rubric will be available on Avenue under “Assessments.”

The paper is to be submitted on the due date as specified in the course outline. The paper is to have a cover page with the title of the assignment (Final Paper), the title of your topic, course name and number, instructor’s name, tutorial leader’s name, your name, your student number and the date.

**DUE DATE: Final paper due Friday, November 26, 2021, in the Assignment Folder on Avenue.**

**Late papers will be penalized three (3) grades per day including weekends. No late submissions will be accepted without medical documentation.**

### **Assignment 6: Final Exam (20%), scheduled by the Registrar’s Office**

Final Multiple-Choice Exam – 20%

A final multiple-choice exam will be written during the formal final exam period as set out by the Registrar's office. It is my intention to do practice questions in class before the test, so students have an idea of what to expect.

## **Weekly Course Schedule and Required Reading**

### **Week 1 (Sept. 7, 9 & 10)**

#### **Topic: Introduction to Social Identity, Health and Illness**

Week 1 Online Module:

PODCASTS:

- Introduction to Social Identity and Illness: Erikson's Life Cycle Theory
- Erikson's Stages of Development: Childhood
- Erikson's Stages of Development: Adolescence
- Erikson's Stages of Development: Adulthood

Topics:

- a. An introduction to Health, Aging and Society 2B03: Social Identity and Illness and a discussion of the course outline
- b. The Life Course Perspective – Erikson

Readings:

- a. Read the Course Outline under "Content"
- b. Begin reading the Ryan Knighton text C'mon papa: Dispatches from a Dad in the Dark and the Patricia Van Tighem text The Bears Embrace. Please have the Knighton text completed by Week 5 and the Van Tighem text by Week 8.

Assessment: Week 1 Introduction

- a. For our Zoom session be prepared to discuss your thoughts on Erikson's Stages of development. What are your three major take away points from this discussion?

### **Week 2 (Sept. 14, 16 & 17)**

#### **Topic: The Value of Narratives and the Application of their Analysis**

Week 2 Online Module:

PODCASTS:

- Narratives: Ellen Ryan's Research
- Narratives: A Discussion of Application
- Narratives: Vocabulary of Motive

Topics:

- a. Narratives and Their Value
- b. Age, Gender and Anxiety

Readings:

- a. Ryan, Ellen Bouchard. (2006). Finding a New Voice: Writing Through Health Adversity. *Journal of Language and Social Psychology*, Volume 25, Number 4, 423- 436.
- b. Freeman, J., Epston, D., & Lobovits, D. (1997). I'm Lighting My Own Lantern Now. *Playful Approaches to Serious Problems* (pp. 250-264). New York: W. W. Norton & Company.
- c. Freeman, J., Epston, D., & Lobovits, D. (1997). I Won't Make a Place For You in My Heart. *Playful Approaches to Serious Problems* (pp. 265-277). New York: W. W. Norton & Company.
- d. View the DVD A Child's Grief – You will find the DVD available under "Content" on Avenue

Assessment: Week 2

- a. Be prepared to discuss Jason and Sophia in the context of the Ryan article on narratives. More importantly, think about the "selective assertiveness" that is encouraged and adopted that results in shifts in their personal and social identities regarding their health and well being.

**Week 3 (21, 23 & 24)**

**Topic: The Strategy of Narratives and Their Health Benefits**

Week 3 Online Module:

PODCASTS:

- Narratives: Pennebaker and Segal
- Narrative Research: Pepper and Widle

Topics:

- a. Narratives as a strategy to understand the social determinates of health
- b. The health benefits of narratives

Readings:

- a. Pepper, Coral, & Widle, Helen. (2009). Using Narratives as a Strategy. *Qualitative Research Journal*, Vol.9, No.2, 18-26.
- b. Pennebaker, James W., & Seagal, Janel D. (1999). Forming a Story: Health Benefits of Narrative. *Journal of Clinical Psychology*, Vol. 55(10), 1243-1254.
- c. View the DVD A Child's Grief – You will find the DVD available under "Content" on Avenue.

Assessment: Week 3

- a. View the DVD A Child's Grief. Review the list of participants in the video. You will find the list under "Content" on Avenue. Be prepared to discuss the children's narratives as well as the use of art therapy to clarify the status of their personal and social identity.
- b. Positive and Negative Powers of Influence
- c. Under "Content" you will find the details of this assignment. You are to write a paragraph on the most positive power of influence in your life i.e., person or event or encounter and a paragraph on the most negative power of influence in your life i.e., person or event or encounter. This is to be uploaded to the Assignments Folder on Avenue by Friday, Sept. 24th, 2021, 11:59 p.m.

**Week 4 (Sept. 28 & 30)**

**Topic: Vulnerability, Gender, Race, Religion and Class and Cancer**

Week 4 Online Module

PODCASTS:

- Vulnerability
- Breast Cancer: Clow and Allen
- Breast Cancer: Neilson

Topics:

- a. Narratives related to women with breast cancer.
- b. The vocabulary of motive and the relationship to social and personal identity as revealed by women diagnosed with breast cancer.

Readings:

- a. Clow, Barbara, & Allen, Janet. (2010). Psychosocial Impacts of Radiation Tattooing for Breast Cancer Patients: A Critical Review. *Canadian Woman Studies*, Volume28, Number 2.3, 46-52.
- b. Neilsen Emilia. (2010). Feeling Angry: Breast Cancer Prevention and Public Affects. *Canadian Woman Studies*, Volume28, Number 2.3, 117-122.

Assessment: Week 4

- a. Consider the determinants of health that differentiate the experiences of the various cohorts of women fighting breast cancer. What might you have found important to know that you had not considered before?

## **Week 5 (Oct. 5 & 7)**

**Topic: Disabilities and Social/Personal Identity**

Week 5 Online Module

PODCASTS:

- C'mon Papa: Theories and Concepts to Discuss

Topics:

- a. Disabilities and Social and Personal Identity
- b. Myriad of shifts in identity to adjust to a health concern

Readings:

- a. Knighton, Ryan. (2010). *C'mon papa: Dispatches from a dad in the dark*. Canada: Alfred A. Knopf:(complete by Oct. 3rd)

Assessment: Week 5

- a. Mini Paper Due Friday, Oct. 8th, 2021. Please post in Assignment Folder on Avenue by 11:59 p.m.
- b. In his C'mon Papa narrative, Ryan speaks to his challenges related to the gradual loss of his sight. He sees this as a threat to his ability to be a husband and a father in the traditional sense. How does he manage to redefine himself and readjust his personal and social identity?

## **Week 6 (Oct. 11 -15)**

**Topic: Reading, researching, rest and relaxation**

Fall Break - Enjoy Thanksgiving 😊

## **Week 7 (Oct. 19 & 21)**

### **Topic: Class, Gender, Sexuality, Masculinity, Femininity, Fertility**

#### Week 7 Online Module

#### PODCASTS:

- Fertility/Infertility: Walks – Womb to Womb
- Fertility/Infertility: Parry – Women’s Lived Experiences
- Fertility/Infertility: Rocca – Infertility in Women After Cancer
- Fertility/Infertility: Gray et al. – Introduction to Hegemonic Masculinity
- Gray et al.: Pierre, Nick and Stuart
- Gray et. al.: Analysis of How Men Recalibrate Identity

#### Topics:

- a. Class, gender, sexuality and fertility
- b. Masculinity and femininity and fertility

#### Readings:

- a. Walks, Michelle. (2004). Womb is Womb, But is Birth Birth? A Look at the Queer Interaction of Medical Services, Social Context and Identity Understandings in Canadian Birthing Experiences. *Canadian Woman Studies*, Volume24, Number 1, 68-74.
- b. Parry, Diana C. (2004). Women Lived Experiences of Infertility. *Canadian Woman Studies*, Volume24, Number 1, 81-86.
- c. Rocca, Laura Duralija. (2010). Infertility in Women After Cancer: A Dangerous Metaphor, An Important Dialogue. *Canadian Woman Studies*, Volume28, Number 2.3, 123-129.
- d. Gray, R. E., Fitch, M., Fergus, K.D., Myhalovskiy, E., & Church, K. (2002). Hegemonic masculinity and the experience of prostate cancer: A narrative approach. *Journal of Aging and Identity*, Vol.7. No. 1, 43-62.

#### Assessment Week 7

- a. Sexuality, masculinity and femininity and the ability to procreate are important to many. Given our readings, how do men and women view and respond to the various variables? What does their response say about their self efficacy and the locus of power?

## **Week 8 (Oct. 26 & 28)**

### **Topic: Marginalization, Difference, Deviance, Stigma, Prejudice and Discrimination**

Week 8 Online Module

#### PODCASTS:

- Difference, Deviance and Stigma
- Greaves and Poole: Victimized or Validated

#### Topics:

- a. Marginalization of “others”
- b. Difference, deviance, stigmatization, prejudice and discrimination
- c. How to strategize for a healthy inclusiveness

#### Readings:

- a. Greaves, Lorraine, & Poole, Nancy. (2004). Victimized or Validated? Response to Substance-Using Pregnant Women. Canadian Woman Studies, Volume24, Number 1, 87-94.

#### Assessment: Week 8

- a. The suggestion that more non oppressive inclusiveness is required in our society suggests that we must think differently in order to do things differently that will then help facilitate more positive health outcomes. What do you think about the Greaves et. al. response to substance using pregnant women and where else in society do you think this approach needs to be implemented and how?

## **Week 9 (Nov. 2 & 4)**

### **Topic: Mental Health, Marginalization, Masculinity, Femininity, Embodiment**

Week 9 Online Module

#### PODCASTS:

- Disease, Illness, Health and Well-Being
- Mental Health: A Brief Discussion
- Trust: A brief Discussion
- The Bear’s Embrace: A Critical Analysis

#### Topics:

- a. Mental health and marginalization
- b. Masculinity and femininity as it relates to mental health
- c. Mental health and disfigurement

Readings:

- a. Van Tighem, Patricia. (2001). The bear's embrace. United States: Pantheon Books (complete by Oct. 24th)
- b. Stacey's narrative on mental health under "Content" on Avenue

Assessment Week 9

- a. Please read the Bear's Embrace Zoom Discussion document found under "Content" on Avenue. It outlines the topics for consideration for our Zoom Discussion session.

**Week 10 (Nov. 9 & 11)**

**Topic: Mental Health, Marginalization, Masculinity, Femininity, Lookism, Resilience**

Week 10 Online Module

PODCASTS:

- The Bear's Embrace: A Critical Analysis

Topics:

- a. Mental health and marginalization
- b. Resilience

Readings:

- a. Van Tighem, Patricia. (2001). The bear's embrace. United States: Pantheon Books (complete by Oct. 24th)
- b. Stacey's narrative on mental health under "Content" on Avenue

3. Assessment Week 10

- a. Response/Reflection Paragraph
- b. Write a thoughtful response/reflection (1 to 2 pages double spaced) to Stacey's narrative document on her struggle with mental health given our review of the related literature. The document is located on Avenue under "Content." The due date is Friday Nov. 19th, 2021, 11:59 p.m.

## **Week 11 (Nov. 16 & 18)**

**Topic: Life cycle challenges in personal and social identity as strategies and solutions are sought for health and wellness**

Week 11 Online Module

PODCAST:

- Transition from Pediatric to Adult Care
- Hoarding: Introduction and Grisham et al.
- Hoarding: Sampson

Topics:

- a. Transitions in care over the life cycle
- b. Contextualization of health issues, short term and long-term challenges
- c. Strategies and solutions to encourage positive health outcomes.

Readings:

- a. McCurdy, C., DiCenso, A., Boblin, S., Ludwin, D., Bryant-Lukosius, D., & Bosompra, K. (2006). There to here: young adult patients' perceptions of the process of transition from pediatric to adult transplant care. *Progress in Transplantation*, Vol. 16 No. 4, 309-316.
- b. Grisham, J.R., Frost, R.O., Steketee, G., Kim, H-J., & Hood, S. (2005). Age of the onset of compulsive hoarding. *Journal of Anxiety Disorders*, 20, 675-686.
- c. Sampson, J.M. (2013). The lived experience of family members of persons who compulsively hoard: A qualitative study. *Journal of Marital and Family Therapy*, Vol.39, No.3, 388-402.

Assessment Week 11

- a. Consider the information in these articles and the information in the podcast on cystic fibrosis that supports the concept of a life cycle approach as well as transitional care to wellness. Also, consider the contextualization of the health issue within the family structure and the breadth of influence the illness or disease may have.

## **Week 12 (Nov. 23 & 25)**

**Topic: Gender, Ageism, Alzheimer, Widowhood, In Place Care**

Week 12 Online Module

PODCASTS:

- Truscott: Life in the Slow Lane
- Van Den Hoonaard: I Never Knew I could

Topics:

- a. Challenges of aging
- b. Widowhood
- c. Alzheimer
- d. Strategies and solutions
- e. In Place Care

Readings:

- a. Truscott, Marilyn. (2003). Life in the Slow Lane. *Alzheimer's Care Quarterly*, 4(1), 11-17.
- b. Van Den Hoonaard, Deborah. (2001). Chapter 6: I Never knew I Could in *The Widowed Self: The Older Woman's Journey Through Widowhood* (91-102). Wilfrid Laurier Press.

Assessment – Week 12

- a. Final Formal Paper due Friday, Nov. 26th , 2021. Please post in the Assignment Folder on Avenue by 11:59 p.m.
- b. Critically think about the innovation and reframing of identity that may go on in old age. What does this say, in general, to the life lived and that which is still to be lived? What does this say to selective assertiveness?

**Week 13 (Nov. 30 & Dec. 2 & 3 {Friday class reactivated})**

**Topic: Aging and Family Ties**

Week 13 Online Module

PODCASTS:

- Connidids: Grandparents and Grandchildren
- Grandchildren's Drawings of Their Grandparents

Topics:

- a. Aging and changing responsibilities
- b. Resilience, surviving and thriving

Readings:

- a. Connidids, Ingrid Arnet. (2001). Chapter 10: Grandparents and Children. In Family Ties and Aging (167-183). Sage Publications Ltd.: Thousand Oaks, California.

Assessment: Week 13

- a. Given the artwork displayed in the podcast on Grandchildren's Drawings of Grandparents, look at the three "Groups" and list your observations of the children's work.
- b. We will discuss these in our Zoom Discussion session and understand their significance.

## **Week 14 (Dec. 7)**

**Topic: Resilience**

Week 14 Online Module

PODCAST:

- Resilience

Topics:

- a. Resilience

Assessment: Week 14

- a. Write a thoughtful paragraph on Resilience and how it translates into your life. For details you may refer to the power points listed as Resilience under "Content" on Avenue. What type or types of Resilience have you experienced? The paragraph on Resilience as it relates to you is due Tuesday, Dec. 7th, 2021, at 11:59 p.m. It may be posted earlier if you so desire.
- b. Practice Exam Questions
- c. Wrap Up

**Test and examination ban period Nov. 28th to Dec. 5th (no tests or exams may be held during class time)**

## **Course Policies**

### **Submission of Assignments**

Please note the instructions for submission of work listed under the [Course Evaluation – Overview](#) and under [Weekly Course Schedule and Required Readings](#) sections. All items are clearly noted with regard to the due date and protocol for submission.

## Grades

Grades will be based on the McMaster University grading scale:

<b>MARK</b>	<b>GRADE</b>
90-100	A+
85-90	A
80-84	A-
77-79	B+
73-76	B
70-72	B-
67-69	C+
63-66	C
60-62	C-
57-59	D+
53-56	D
50-52	D-
0-49	F

## Late Assignments

**Late papers will be penalized three (3) grades per day including weekends and Fall Break. No late submissions will be accepted without the proper documentation.**

## Course Modification

The instructor reserves the right to modify elements of the course during the term. If any modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.

## University Policies

### Academic Integrity

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. **It is your responsibility to understand what constitutes academic dishonesty.**

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university. For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/), located at <https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/>

The following illustrates only three forms of academic dishonesty:

- plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
- improper collaboration in group work.
- copying or using unauthorized aids in tests and examinations.

### **Authenticity / Plagiarism Detection**

**Some courses may** use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software.

**All submitted work is subject to normal verification that standards of academic integrity have been upheld** (e.g., on-line search, other software, etc.). For more details about McMaster's use of Turnitin.com please go to

[www.mcmaster.ca/academicintegrity](http://www.mcmaster.ca/academicintegrity).

### **Courses with an On-line Element**

**Some courses may** use on-line elements (e.g. e-mail, Avenue to Learn (A2L), LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used.

Continuation in a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure, please discuss this with the course instructor.

### **Online Proctoring**

**Some courses may** use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

### **Conduct Expectations**

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the [Code of Student Rights](#)

[& Responsibilities](#) (the “Code”). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online**.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students’ access to these platforms.

### **Academic Accommodation of Students With Disabilities**

Students with disabilities who require academic accommodation must contact [Student Accessibility Services](#) (SAS) at 905-525-9140 ext. 28652 or [sas@mcmaster.ca](mailto:sas@mcmaster.ca) to make arrangements with a Program Coordinator. For further information, consult McMaster University’s [Academic Accommodation of Students with Disabilities](#) policy.

### **Requests For Relief For Missed Academic Term Work**

[McMaster Student Absence Form \(MSAF\)](#): In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar “Requests for Relief for Missed Academic Term Work”.

### **Academic Accommodation For Religious, Indigenous or Spiritual Observances (RISO)**

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the [RISO](#) policy. Students should submit their request to their Faculty Office **normally within 10 working days** of the beginning of term in which they anticipate a need for accommodation or to the Registrar’s Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

### **Copyright And Recording**

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

### **Extreme Circumstances**

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

### **Faculty of Social Sciences E-mail Communication Policy**

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

### **Welcome!**

**Welcome to 2B03! I look forward to working with you all this term and learning a lot of new approaches to health issues and concerns.**